



OISE Academic Plan 2025-2030

Leading for the Future: A Vision for Transformative Education & Human Development





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Abstract

In creating this plan, the OISE community came together to reflect on our unique context, challenges, and opportunities; share ideas about our future; and establish goals and priorities to move us forward.

Strengthening our position as a world leader in education and human development and inspiring transformative action, our Plan outlines paths forward to guide our work and inform our major initiatives over the next five years.

Message from the Dean



“As we stand at the intersection of tradition and innovation, we remain committed to our core values while embracing new possibilities as expressed in this Plan, and its ongoing, collaborative construction.

We understand that education is not just about teaching and learning—it is about imagining and creating better futures for all.”

As Dean of OISE, I am pleased and honoured to share OISE’s Academic Plan 2025-2030. This living document is the culmination of extensive conversations, dialogues, convenings, and work sessions involving members of the OISE community over the past year and a half. I express my gratitude to everyone for their visionary contributions and their unwavering commitment to OISE’s excellence and the University of Toronto’s broader mission of scholarly leadership.

As you will see in these pages, OISE has always been, and continues to be, at the vanguard of transformative work and leadership in research and teaching in education and human development.

Here at OISE, we shape the future of education: For generations, we have been at the forefront of educational innovation, challenging existing paradigms and pushing beyond conventional boundaries. This legacy is evident in the research

we create and in the transformative impact we have had, and continue to have, on how people of all ages, backgrounds, and experiences learn and thrive.

Much of OISE’s ground-breaking research and influence arose out of the desire to address inaccessibility to knowledge, inequity, and injustice – particularly in support of communities that have been historically marginalized by educational neglect, as well as narrow and limited thinking about human potential.

Our faculty’s transformative research reflects this commitment to fostering progress and deepening our understanding of the power and strengths communities bring to advancing human knowledge and development—broadly, how we all can learn from diverse perspectives and practices to support and engage thinkers and doers, our fellow human beings.

Worldwide, educational spaces are navigating rapidly changing contexts and evolving discourse and frameworks. Among other core matters, these include efforts to harness new technologies, develop research-informed practice, establish policy and strategy around curriculum, pedagogy, and assessment; craft interventions to enhance well-being, learning and engagement; address issues of power, equity, diversity, accessibility, and inclusion, and infuse anti-oppressive and decolonizing structures and practices in teaching, learning and research.

Much of this work continues to be led and informed by OISE faculty and students, as well as our teachers, researchers, clinicians, practitioners, and professionals in the field.

Over the course of our academic planning work, the OISE community—within our physical walls and beyond—has articulated a vision of an equitable, just, peaceful and sustainable world that embraces the full spectrum of human potential, where innovative research and practice catalyze real-world change across multiple fields and disciplines.

Our commitment to multidisciplinary approaches to education and research in human development extends from classrooms and labs to community spaces and clinics, from local initiatives to global impact through our work with schools, school systems, communities, institutions, and organizations. We renew our vision for OISE as a place where diverse perspectives flourish, rigorous scholarship meets creative thinking, and where community engagement and collaboration enrich academic excellence.

We often think of tradition as a fixed status quo arising from a singular community and as a one dimensional way of doing things. I think of tradition a bit differently – rooted in my own experiences as a teacher and learner and as a lover of music, history, art, and mathematics.

Great traditions emerge from multiple communities, and, in truth, inspire innovation and creativity, and enable collaboration, building new structures for expansive futures by weaving old methods and histories into new, ever-expanding, ever-iterative models of thinking, learning, and doing.

As you will see in our Plan, we are committed to:

- Building and nurturing inclusive communities that embrace diversity and equity and promote belonging
- Advancing groundbreaking research to inform educational policy and practice
- Sustaining and developing reciprocal local and global partnerships that amplify our impact
- Fostering pedagogical excellence that adapts to the evolving needs of learners and emerging tools
- Supporting the next generation of educational leaders, teachers, clinicians and practitioners, researchers, and innovators

As we stand at the intersection of tradition and innovation, we remain committed to our core values while embracing new possibilities as expressed in this Plan, and its ongoing, collaborative construction.

We understand that education is not just about teaching and learning—it is about imagining and creating better futures for all. Through our leadership in research and teaching, we continue to set the bar—and leap above and beyond challenges to transform education and human development for the benefit of everyone, while contributing to the University of Toronto's global reputation for excellence. Together, we want to build educational futures that are more equitable, innovative, and impactful than ever before. This is OISE at the vanguard—where excellence meets possibility, where research intersects with practice, and where yesterday's experiences and today's learning and thinking shape tomorrow's world to advance lifelong learning and development for the world's citizens.

I hope you are as inspired as I am by the themes, ideas, intentions, and goals expressed in this Plan, and I look forward to working together to fulfill its vision.

Erica N. Walker
Professor and Dean
Ontario Institute for Studies in Education
University of Toronto

Introduction



The Ontario Institute for Studies in Education (OISE) is pleased to present the Academic Plan 2025-2030. In creating this plan, the OISE community came together to reflect on our context, challenges, and opportunities; share ideas about our future; and establish goals and priorities to move us forward so that our teaching, research and practice resonate in impactful and action oriented ways in our field.

The highly engaging and inclusive academic planning process brought to fore our core values and commitments to equity, inclusion, diversity, accessibility, well-being, regenerative sustainability, and the need to advance our work in service to historically underserved communities, particularly Black and Indigenous children, youth, and adults. It also inspired and generated a number of compelling ideas and possibilities for action grouped under three core themes:

1. Cultivating Inclusive, Collaborative and Creative Community;
2. Broadening Impactful Research and Knowledge Mobilization; and
3. Advancing World-leading Education for Sustainable Social Change.

OISE has a proud legacy of championing educational transformation, and this Academic Plan positions us to lead in a world that urgently needs new ideas, inclusive practices, and visionary leadership in education and human development.

This plan leverages our strengths and will guide our work and inform major initiatives for the next five years.

About OISE

Canada's only publicly funded all-graduate institute of teaching, learning and research in the field of education, OISE is recognized internationally as a leader in graduate education, initial and continuing teacher education, and research in education and human development. OISE is an integral part of the tri-campus University of Toronto—Canada's most comprehensive institution of higher learning; consistently ranked as the #1 educational institution in Canada, as well as among the top universities in the world. Our continued placement as one of the world's top educational institutions signifies our commitment to leave a lasting impact on the field.¹

For more than a century, OISE has helped to transform education in Ontario, throughout Canada and around the world. Our history dates back to 1906, when the Faculty of Education was established at the University of Toronto following a Royal Commission report arguing that the "Teaching of education is best performed where the theory and practice can be made to supplement each other."

In the ensuing decades, the faculty went through many organizational changes as the University and the government changed their views of how the study of education and the education of teachers should be carried out. For forty-five years, the faculty, then called the Ontario College of Education, was the sole publicly funded institution in the province preparing secondary school teachers

In 1965, a special act of the Ontario legislature established OISE to offer graduate programs, conduct research and disseminate findings, and engage in field development activities in education.

As a graduate department of education affiliated with the University of Toronto, the Institute provided most of the master's level and nearly all of the doctoral programs in education in the province. The Institute was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate.

OISE, in its current form, dates back to 1996, when the Faculty of Education at the University of Toronto and the Ontario Institute for Studies in Education merged to form the Ontario Institute for Studies in Education at the University of Toronto.

As one of the largest and most research-intensive faculties of education in North America, OISE provides an exciting context for teaching, learning and research. Our strong record of research makes important contributions to scholarship, to practice, and to informed public debate of educational issues that, in turn, informs public policy. This research also informs our outstanding graduate programs and helps us attract and support excellent students. Our relationships with community-based practitioners and other leaders are both strong and improving.

With more than 100,000 alumni worldwide, over 3,000 students, approximately 6,500 continuing education registrants annually, four academic departments, 12 programs with multiple degrees and fields of study, and 18 research centres and institutes, OISE is among the University of Toronto's largest graduate divisions.

OISE offers an intellectually rich and supportive environment guided by the highest standards of scholarship and a commitment to equity, diversity and social justice. The Institute's outstanding research profile and the thoughtful and enterprising work of our faculty, students, staff, and alumni to create compelling academic programs and foster longlasting and essential partnerships is what contributes to our success today.

In the next phase of its development, OISE will continue to anticipate, pose, and respond to critical questions that contribute to knowledge building and mobilization, inform change and inspire action in the professional practice of the many thousands of teachers, researchers, professionals, policy makers, leaders, and influencers who make up OISE's community worldwide.

¹ <https://www.oise.utoronto.ca/about/news/03-13-25-oise-continues-top-10-hold-top-canadian-institute-global-q5-rankings-subject>

Academic Planning Context: A Whirlwind of Change

OISE's previous academic plan (2017–2022) guided the Institute through a productive period of stabilization and growth, marked by numerous achievements.

Notable highlights include the development of a new budget model that shifted financial authority and responsibility to departments and led to greater financial stability, the development of the Institute's first Sustainability and Climate Action Plan, the redesign of the existing and development of new Doctor of Education programs, the establishment of the Dean's Advisory Council on Indigenous Education and the Centre for Black Studies in Education, the expansion of the Dr. Eric Jackman Institute of Child Study, and new physical spaces, including the renovation of the main OISE building lobby and the initiation of the fifth-floor roof-top garden and Indigenous learning space project (currently under construction).

Following the appointment of Professor Erica N. Walker as Dean of OISE on January 1, 2023, our community engaged in a period of academic planning during the winter, spring and fall of 2024.

This inclusive endeavour fostered creative and meaningful participation of our faculty, staff, students, alumni, external partners and friends, resulting in the Academic Plan 2025-2030.

This planning took place during a time of unprecedented challenges and transformation for the world. Like other academic institutions, OISE has emerged from the global coronavirus pandemic, which has had a profound impact on the physical, mental, and economic wellbeing of individuals and communities worldwide. Particularly, the pandemic has had a major impact on how we teach, learn, do research, and work in academia, necessitating changes in academic operations





and service delivery models in many institutions including OISE and the University of Toronto.

The pandemic also illuminated systemic problems and issues related to human development; notably, greater attention to anti-Black racism followed by a wave of activism in North America and globally, prompting many institutions of higher learning including the University of Toronto and OISE to address the presence of anti-Black racism in our communities and identify concrete steps to improve the academic and professional experiences of Black faculty, staff, and students. Additional challenges around political, environmental, social and technological developments include the advent of generative artificial intelligence (AI), emerging models of hybrid teaching and learning, and the evolving future of work.

Furthermore, the escalation of armed conflicts, violence and division in the world brought on additional difficulties including suffering and tragic loss of lives in the affected regions intensifying distress among our community—many of whom worried about loved ones, friends, and colleagues in war-torn regions.

These challenges have highlighted the role that institutions of higher learning, especially faculties of education, often play – to support and care for those suffering, facilitate deeper learning and understanding, and cultivate a dynamic intellectual environment that encourages the exchange of ideas, critical thinking, and solutions to complex problems.

Additionally, members of our community are deeply concerned about climate justice and sustainability

and escalating refugee and human rights issues: they call for continued evolution of OISE's commitment to reconciliation, Indigenous education and research, antioppression, anti-racism and equity for all, as well as continued dismantling of inequitable structures and systems.

With these contexts in mind and in the framework of the academic planning process, OISE faculty, students, staff, alumni and friends came together to explore and identify new ways to continue our primary academic mission of teaching and research while offering high quality learning and research opportunities for all students, and a safe and stimulating working environment for our faculty and staff. Through an inclusive and engaging academic planning process – and drawing from our core values and commitments, OISE has developed a renewed purpose and vision, as well as core themes, intentions and objectives that build on the Institute's strengths and align with the University of Toronto's aims and goals.

Over the next phase of its development, OISE must continue with its important research, knowledge creation, and transformative human development and education work in a postpandemic world; modeling our unique multidisciplinary perspectives and methodologies to shape educational discourse, impact policy and practice, and lead the world through challenging times for education and educators. We recognize that collaboration—with communities, institutions, policy makers and members of the broader education community—will be more crucial than ever. Our scholarly contributions are critical to a vision enabling a better, more peaceful, more equitable world.

Academic Planning Process: Creating the Plan



Summer & Fall 2023: Preliminary Discussions

Over the course of her first year as Dean of OISE, Professor Walker convened many conversations with members of our community regarding expanding the Institute's excellent work, identifying and enabling new areas of scholarship, and harnessing support and resources to advance our academic mission and priorities.

Conversations related to the academic planning process began in the summer of 2023 where OISE's senior academic and administrative leaders, including the Deans and Chairs (DAC) group, gathered at a retreat to brainstorm strategies for engaging the community in the development of a new Academic Plan for OISE.

During the Fall term 2023, these discussions broadened and intensified emphasising that our academic planning process represents an opportunity to bring the community together to come to a shared understanding of our work as a premier faculty of education and to chart the way forward with our most promising ideas.

Formally launched in January 2024, the academic planning process engaged the community in creating a renewed vision for OISE as a leading faculty of education, while defining new academic goals and pathways to ensure that our teaching, research and professional practice continue to resonate in impactful and action-oriented ways.



Winter & Spring 2024: Community Engagement Phase

To ensure the planning process was both inclusive and effective, OISE enlisted the support of the Potential Group as consultant partners with extensive experience and expertise in facilitating academic and strategic planning across various educational institutions, including several faculties at the University of Toronto.

In consultation with DAC, and with a commitment to representing diverse voices, OISE established an Academic Planning Engagement Team to facilitate the consultation process. Ambassadors of the planning process, the Academic Planning Engagement Team (APET) included representatives of faculty, staff, students, and alumni while balancing representation across departments, units, and community wide.

Their role was to provide guidance and input on OISE's approach to consultations and to engage in formal and informal conversations with peers and colleagues—listening for input and encouraging participation and cross-pollination of ideas and perspectives. They also provided vital feedback on emerging themes and the initial planning framework ensuring alignment with diverse voices and perspectives throughout the planning process.

The engagement phase of the planning took place during the winter and spring of 2024 and provided multiple, accessible opportunities for faculty, staff,

students, alumni and key partners to participate in discussions about what matters most to our community, and, in particular about our academic priorities and paths to achieve them. It involved a broad survey along with eight focus groups across various constituencies including students, faculty, staff, alumni and friends.

Special sessions were also held for the Dean's advisory groups including the Indigenous Faculty Caucus, the Black Faculty Caucus, the Sustainability and Climate Action Network (SCAN), as well for early career faculty. An all-community discussion on the outcomes of the previous academic plan further enriched this phase. Overall, the focus groups were well-attended with close to 200 participants across eight sessions.

The Survey generated many insights with 456 responses (including 48% students, 23% faculty, 15% staff, 11% alumni, 4% partners/other). Additionally, within their networks, APET members consulted with about 350 additional contacts enhancing participation and perspectives.

Together with ideas from the DAC and APET, this resulted in more than a thousand touchpoints, a wealth of insights, and plethora of data about OISE's values, strengths and opportunities, as well as forces and environmental factors that impact our work.



Summer 2024: Integration of Data & Emergence of the Academic Planning Framework

During the summer of 2024, data gathered from community consultations were analyzed by DAC and shaped into initial intentions and directions for OISE based on emergent themes. These findings evolved into a preliminary Academic Planning Framework, which APET further refined.

Building on OISE's role as a leader in transformative education and human development, the initial Academic Planning Framework emphasized broader community connections both within and beyond OISE. The core commitments, the initial intentions and objectives under each theme highlighted flexibility and opportunity to diversify learning beyond traditional degree programs and underscored the value of interdisciplinarity and collaboration for excellence in research and teaching across programs and departments, thereby enhancing OISE's capacity to meet evolving needs of the students and to grow our impact.

Fall 2024: Academic Planning Framework Meaning Making Phase

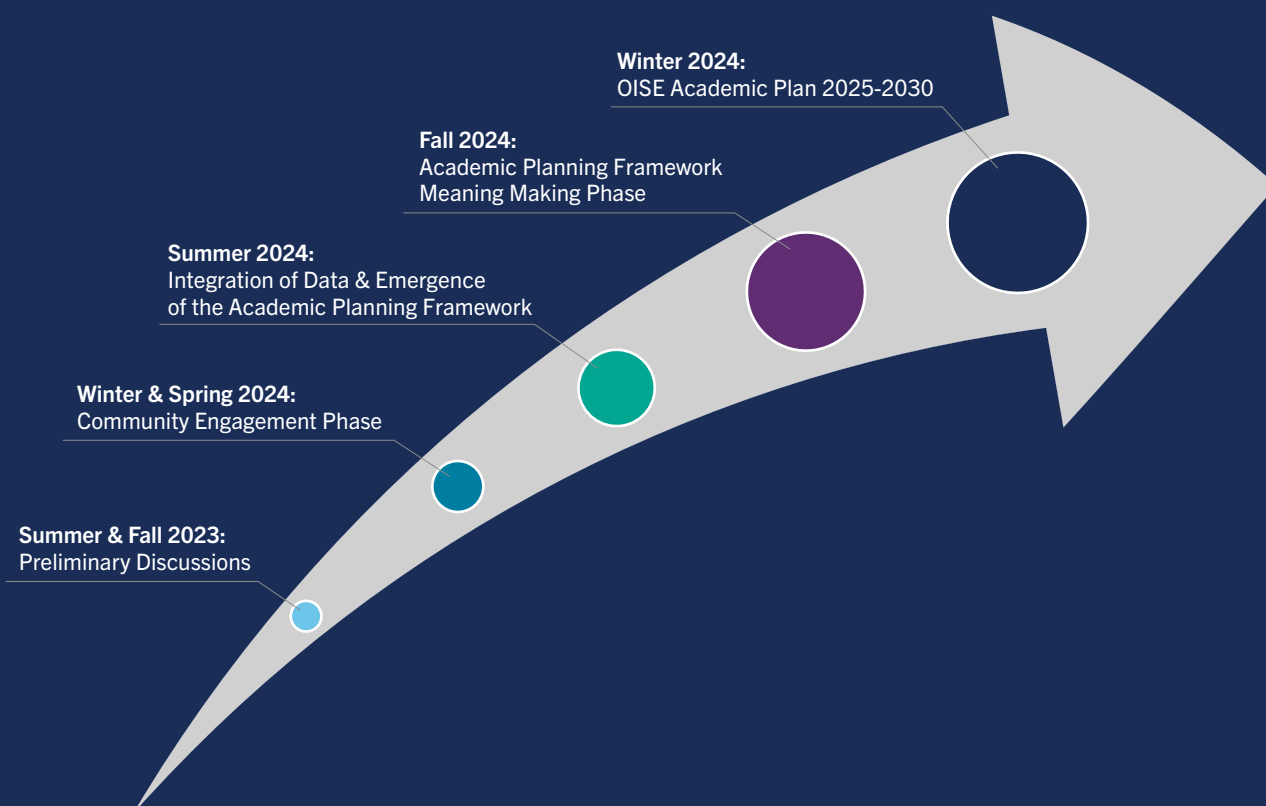
Following the engagement phase and the development of the Academic Planning Framework, the meaning making phase of the planning occurred during the fall term of 2024. This phase entailed broad sharing of the draft Academic Planning Framework with heads of OISE's academic departments and non-academic units, as well as with the student leaders, and leaders of special groups (i.e. Indigenous Education Network and Indigenous Faculty Caucus, Black Faculty Caucus, SCAN).

The department/unit heads and leaders convened their teams and colleagues and engaged them in reflective conversations about the Academic Planning Framework making a shared sense of the themes, initial intentions and objectives, and identifying their unique contributions to achieving the shared goals and priorities contained in the framework.

Winter 2025: OISE Academic Plan 2025-2030

The highly participatory and engaging meaning making phase resulted in valuable feedback and insights from members of the OISE community that informed the development of the OISE Academic Plan 2025-2030.

The graphic below represents a visual depiction of the academic planning process with its distinct phases from preliminary discussions in the Summer and Fall term of 2023, to the creation of the Academic Plan in the Winter term of 2025.



A Broad Strategy to Guide our Work

The landscape of education and human development is dynamic, multi-dimensional, and shaped by intersecting needs and evolving ideas. It continuously shifts in response to societal trends and developments including sometime unpredictable external influences that impact our work.

In this ever-changing context, academic planning needs to be inherently adaptive and allow for active anticipation and engagement with the academic planning goals in light of changing circumstances and emerging needs and possibilities.

OISE's Academic Plan 2025-2030 is meant to serve as a broad strategy that establishes our vision and guides the Institute's work over the next five years.

As an overarching strategy, the plan allows for flexibility to shift priorities according to emergent needs, and creates spaces for OISE's departments, units, and groups to craft, develop, and implement their own unique contributions and initiatives that inform the realization of shared goals and objectives contained in the plan. This approach matches OISE's interdisciplinary, innovative, and multidimensional approach to research, teaching, learning and thought leadership.

While our community can be characterized by multiple, divergent – and at times conflicting – viewpoints, this dynamic tension often helps us to listen, reflect, and create and embrace spaces where this diversity of perspectives can thrive while centering our core values, academic goals and shared commitments.

A Renewed Purpose for OISE

Through a comprehensive and inclusive academic planning process, the OISE community came together and developed a renewed purpose – a core

role for the Institute that builds on OISE's sustained leadership in education and human development, while aligning with the Institute's strengths and the University of Toronto's aims and goals.

Building and nurturing inclusive communities that embrace diversity, equity and belonging, OISE leads in research and teaching innovations that inform global conversations and transform education and human development through:

- Generating and disseminating groundbreaking research that impacts education policy and practice, and contributes to public debate on key societal issues.
- Developing and growing equitable and reciprocal local and global partnerships that amplify our impact and foster collaboration.
- Advancing pedagogical excellence and innovation that adapts to the evolving needs of learners and embraces emerging tools.
- Supporting the next generation of education professionals, teachers, clinicians and practitioners, researchers and innovators – equipped with the knowledge and skills they need to tackle major global challenges and be leaders in their fields.

In the process of developing a renewed purpose for the Institute, our community recognized that OISE must continue to lead and influence the future of education and human development, shaping better understanding of new contexts for teaching, learning, and research. Our faculty's expertise and experience across multiple fields contribute to advances in education and applied psychology in a myriad of ways that influence everyday activities including teaching and learning, wellbeing, ways of knowing and modes and methods of research around the world.

Our Shared Values and Commitments

OISE is a unique and vibrant scholarly community of students, faculty, staff, alumni and partners. Our diversity with respect to culture, race, ethnicity, gender identity, sexual orientation, religion, language, citizenship/immigration status, family/marital status, ability, age and socio-economic status enriches our collective experiences in important ways, and informs our research, teaching, and professional practice.

During the planning process, our community has identified what is essential to OISE including our historical commitment to social justice and equity, our global reputation and credibility, as well as our strong connections to the communities that we serve including underserved populations and in particular, Indigenous peoples, leaders, and Elders central to our ongoing commitment to Indigenous education and research.

OISE's history of robust research and continued aspiration as a leader for transformative education and social change continues to be critical. Uniquely, our researchers have developed –and continue to develop – new knowledge in the form of pedagogies, theories and interventions, and have mobilized practices most notable in child development, K-12 education systems change and reform, language learning, education leadership, adult education and community development and lifelong learning. A leader within the University and in the field in terms of research methodology, OISE is the birthplace of community psychology and critical pedagogy research. Its embeddedness and commitment to the communities it serves is what drives its quest for innovation and transformative research and teaching work. Our commitment to community-based and community-serving research remains steadfast in the next chapter of our development.

The study of higher education in Canada started at the University of Toronto and our leading-edge higher education scholarship contributes to higher education policy. This work continues to inform conversations on governance, leadership, and student services and student development at universities and colleges within and beyond Canada. Hence, we remain committed to excellence in academic programs and student experience and

to attracting, retaining, and supporting strong and diverse domestic and international students, and providing them with a healthy, safe, and enriching academic environment—one that supports their growth as scholars, professionals and world citizens.

At its core, OISE is a magnet and incubator for excellence and progressiveness in the fields of education and human development. We are guided by the following core values and shared commitments that inform our work:

- Diverse conceptions of education, teaching, learning and wellbeing across the lifespan, within and beyond OISE and around the world
- Transformative, impactful, and interdisciplinary research and practice
- Excellence across research, scholarship, teaching, and practice
- Indigeneity, equity, diversity, inclusivity and accessibility, and anti-oppressive, anti-racist practice as we work, learn, study, and explore
- Wellbeing in all aspects of our work—from educational programs and research to operations and financial stewardship
- Regenerative sustainability, environmental responsibility, ethical resource management, and continuous improvement in our practices
- Expanding local, provincial, national and international influence for broad reach and impact

Guided by these core values and commitments and leveraging our unique expertise in education research, teacher education, applied psychology and professional learning, OISE will continue to come together as a multidisciplinary, inclusive and supportive community to learn together, to generate new knowledge, shape discourse, influence policy and practice in education and human development in ways that generates impactful solutions that today's complex world needs and demands.

Areas of Focus 2025-2030: Core Themes & Intentions

In its essence, OISE brings people together in igniting ideas and making meaning of how we create the best social outcomes and impact through teaching, knowledge creation and dissemination, community-building and advocacy.

A number of bold and compelling ideas that arose from the academic planning brought to fore the three core themes to structure our work at the Institute and guide our priorities and decision making over the next five years. The core themes are:

The core themes are:

- 1** Cultivating Inclusive, Collaborative and Creative Community
- 2** Broadening Impactful Research and Knowledge Mobilization
- 3** Advancing World-leading Education for Sustainable Social Change



The initial intentions for each of the core themes – areas of focus 2025-2030, are defined as follows:

CORE THEMES

INTENTIONS

Inclusive, collaborative, creative community

Create opportunities for broader and deeper collaboration across programs, disciplines, spaces, and communities within and beyond OISE; foster a culture of care that nurtures a sense of belonging, enables new possibilities, and embraces diverse ways of understanding for our community.

Impactful research and knowledge mobilization

Support and advance our excellence in knowledge creation to sustain and expand global possibilities for teaching, research, and knowledge mobilization that shape education, human development and wellbeing across the lifespan.

World-leading education for sustainable social change

Build on and expand OISE's longstanding leadership in preparing teachers, practitioners and researchers who are leaders in their fields, able to anticipate and respond to evolving societal needs, and foster an ever-deepening commitment to social justice.

Over the next five years, under these themes, their broad intentions, and initial objectives, OISE will continue to deepen and advance its research, teaching and advocacy mission while supporting and strengthening our community and creating impact in the field through even stronger local, national and international partnerships with peer institutions, policy makers and members of the communities that we serve.

Pathways to Impact 2025-2030: Initial Objectives

The initial objectives listed for each of the core themes are not an exhaustive list and represent community-crafted opportunities to engage in concrete actions under each objective to help realize our goals. Additionally, at the onset of the academic planning process, two working groups – one on pedagogical excellence and one on doctoral student experience – engaged in the process of inquiry and discussion of their respective areas of focus, which resulted in the development of sets of recommendations that will help realise some of the academic plan’s objectives, especially those related to strengthening our programs and teaching and enhancing student experience. Furthermore, cyclical reviews of our programs and units and related recommendations, as well as our ongoing quality improvement initiatives will be linked with our academic planning goals and contribute to the realization of our objectives.

As an overarching strategy, in addition to OISE-wide priorities, the plan creates space and opportunity for OISE’s departments, units, and groups to identify their own unique contributions and initiatives that inform the realization of shared goals contained in the plan. While over the next five years we will be working collectively to advance initial objectives outlined below, in the Moving Forward section of the plan, we highlight three institutional priorities – one drawn from each of the core themes on which to focus our energy and resources in the initial years of the planning cycle.



THEME

1

Inclusive, Collaborative, and Creative Community

Initial Objectives

- Continue to evolve practices within OISE that model the just, inclusive society we espouse for the world at large, including continued deepening of inclusion, diversity, accessibility, and wellbeing within our community.
- Leverage and enhance resources for student support and success, in ways that broaden access and opportunity and enrich student experience from application to graduation and beyond.
- Build on OISE's extensive expertise and rich history of innovation in program development and service delivery models through meaningful application of new and emerging digital technologies, flexible learning formats, and collaborative tools to enhance teaching, learning and research, and cultivate access to our programs and faculty expertise.
- Enhance and support OISE innovations and continuous improvement in key areas connected to academic and administrative operations for community sustainability and wellbeing.
- Create opportunities to share research, innovations and emerging practices across programs and disciplines, building a collective sense of overarching OISE impact and learning from diverse perspectives.
- Partner across and beyond the University to evolve flexible approaches for cross-program and cross-disciplinary learning.
- Deepen support for faculty development and connectedness, including promoting collaboration across programs and disciplines, and enhancing staff professional development and capacity building.
- Nurture community connections by strengthening ties with Indigenous leaders, Elders, and communities as the foundation for authentic and transformative Indigenous education.
- Craft sustainable funding initiatives for recruitment, retention, and research support for Black and Indigenous scholars and those from other underserved communities.
- Incorporate wellbeing into all our work.

THEME

2

Impactful Research and Knowledge Mobilization

Initial Objectives

- Discover and mobilize knowledge through research, innovations in teaching and learning technologies, and enhance collaboration with educators, institutions and organizations locally and around the world.
- Collaborate with communities to support and promote critical community-centered research practices, cultivating deep and sustained partnerships.
- Create comprehensive efforts for foundational training and support for emerging researchers to enable the next generation of excellence in scholarship and research.
- Continue to support interdisciplinary research and incentivize research collaborations that strengthen connections with practitioners and educators for reciprocal learning and co-creation of research-informed innovations for evolving issues.
- Support and enhance scholarship and research partnerships focused on international education issues and comparative studies that explore and illuminate global trends and developments in education and human development, helping OISE inform education policy and practice, and create strategies and solutions for the world's complex issues.
- Enhance responsive strategies to identify and support OISE scholars' efforts on new and emerging areas of research.
- Support research efforts, initiatives, and related programming through innovative and expanded models for revenue generation.
- Enhance support for OISE researchers in accessing and securing resources from tri-agency funding programs and other national and international sources of research funding.
- Engage in and grow ethical, equitable and reciprocal international research partnerships.

THEME

3

World-leading Education for Sustainable Social Change

Initial Objectives

- Deepen our historic leadership in preparing the next generation of teachers informed by leading-edge scholarship and research that fosters pedagogical innovation and responds to shifting global needs.
- Increase our capacity for intercultural understanding, culturally appropriate curricula and programming, and broaden access to graduate study for underserved populations.
- Continue to center Indigenous education; learn from and embed Indigenous knowledge systems, land-based learning, relational approaches, Indigenous methodologies and praxis in programs and curricula.
- Expand and deepen collaborations to advance our work in Black studies in education, Indigenous education, intersectional, feminist, queer, disability, environmental, and anti-racist studies.
- Advance practices in social and environmental sustainability, climate justice, and systemic social change.
- Influence education policy and practice through innovative and flexible professional programs (Master of Education – MEd) and expanded learning opportunities that meet societal needs and improve access for domestic and international students.
- Continue to invigorate OISE’s Doctor of Education—EdD by developing and implementing innovative solutions that support its purpose and its leadership-in-practice orientation enabling its greater impact in the field.
- Advance OISE’s role in continuing and professional development of educators and education professionals to further enable revenue generation and enhance OISE’s impact in local, national and international education communities.
- Engage key partners across the education, health and social service sectors to jumpstart research, development, and demonstration projects tied to critical questions facing educators, practitioners, and policymakers.
- Elevate OISE’s impact, influence, and thought leadership on key education and human development issues facing contemporary schools, institutions, and communities across diverse local, provincial, national, and global contexts.



Moving Forward

The completion and approval of the plan represents an important stepping stone in the next chapter of OISE's development that builds on our historic leadership and excellence in research, teaching, and advocacy, as well as our sustained contributions to shaping education and human development locally, nationally, and internationally. As an overarching strategy, the plan allows for flexibility to shift priorities according to emergent needs.

With our academic goals and initial objectives identified, we now enter the next phase of the process focused on establishing concrete implementation plans for each of our core themes and intentions, ensuring these plans are aligned with financial and operational possibilities, as well as emerging needs, trends, and market realities.

In addition to the Institute-wide initiatives that will be undertaken in each year of the planning cycle, the plan includes a space for our departments, units and other groups to develop unique contributions in the form of specific initiatives, timelines and objectives, which will assist us in implementing our academic planning goals.

From among the OISE-wide initiatives included in the plan under each of the core themes, we highlight the following initial priorities for the first years of the planning cycle.

Under the Inclusive, Creative and Collaborative Community theme, we will work to establish sustainable funding initiatives for recruitment, retention, and research support for Black and Indigenous scholars and those from other underserved communities. Under the Impactful Research and Knowledge Mobilization theme, we will augment and develop foundational training programs and services to support emerging researchers, enabling the next generation of excellence in scholarship and research.

Under the World-leading Education for Sustainable Change theme, we will intensify our efforts to elevate OISE's impact, influence, and thought leadership on key education and human development issues facing contemporary schools, institutions, and communities across diverse local, provincial, national, and international contexts.

Aligned with our strong collaborative culture, we will work to accomplish the majority of our planning related goals and objectives by working across departments, units and functions and involving our faculty, staff, students and alumni.

We will review our progress in implementing our academic goals annually, updating our implementation plans and initiatives as necessary, and reporting on their progress. In addition to



accessing and reviewing the available quality indicators to assess our accomplishments regarding research, teaching and social impact, we will identify additional indicators of success specific to each of the particular areas of focus and related objectives.

The ongoing quality improvement initiatives and engagement of our departments, programs, and centres in an extensive process of self-appraisal for the purpose of cyclical external reviews will serve as tools to assess our performance relative to international peer institutions, evaluate consistency of our academic plan with the University's long-range planning goals, and monitor the progress towards realization of our academic priorities.

As we engage in the implementation phase, we will provide regular updates and seek feedback on our progress in realizing our academic planning goals under each core theme through existing administrative and governance structures including student associations, OISE's academic and administrative leadership, departmental and unit committees and OISE Council.

In light of continually shifting local and global circumstances, the planning process remains an organic one, which means that our commitment to realizing our academic goals does not preclude the identification of new objectives and initiatives

and/or modifying existing objectives based on unanticipated challenges or opportunities. Success is measured not in the direct, anticipated outcomes of any single initiative but in creating space for learning and adapting to shifting conditions and looking at the cumulative impact of diverse – and sometimes divergent actions over multiple spheres.

In order to support the implementation of our academic plan, we will continue to invest in our faculty and staff development, information technology and infrastructure, research supports, student experience and outreach.

These investments will be funded through existing resources, growth in revenue generating initiatives, and advancement activities, which will help us in sustaining and expanding our programs and research, enhancing the experience and success of our students, and making a difference in the communities we serve.

Finally, the Dean and senior academic leadership will play an essential role in implementing goals and objectives arising from the planning process, and leading OISE forward while preserving our distinctiveness and building on our strengths and leadership in research in education and human development, graduate programs, teacher education, and continuing and professional learning.

